



TARBIYA FANIDA HADISLAR ORQALI O'QUVCHILAR MA'NAVIYATINI
TAKOMILLASHTIRISHDA SINFDAN TASHQARI O'QISHNING O'RNI

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Annotation: Ushbu maqolada hadislar asosida o'quvchilar ma'naviyatini shakllantirish va takomillashtirish jarayonida sinfdan tashqari o'qish faoliyatining pedagogik imkoniyatlari tahlil qilinadi.

Keywords: Payg'ambar, Rasululloh, Hadis, Al-Buxoriy, tarbiya, hayo, yaxshilik, vatanparvarlik, yomonlik, mehr-oqibat, odob-axloq, halollik, poklik, do'stlik.

The role of reading, in particular, in extracurricular reading, in improving noble moral qualities in young people, accelerating the development of society, ensuring the well-being of the nation and bringing to adulthood perfect people who are independent thinkers, able to set a clear goal for themselves is invaluable.

It should be noted separately that the concept of "extracurricular reading" in general secondary schools is somewhat different from each other. The role of reading, in particular, in extracurricular reading, in improving noble moral qualities in young people, accelerating the development of society, ensuring the well-being of the nation and bringing to adulthood perfect people who are independent thinkers, able to set a clear goal for themselves is invaluable. It should be noted separately that the concept of "extracurricular reading" in general secondary schools is somewhat different from each other. The difference is that teenagers are given separate time to discuss the works they read outside of class. In some cases, it is not foreseen to devote special time to talking about works studied outside the classroom.

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This undoubtedly serves to form noble moral qualities in adolescents at an earlier age. It is also worth noting that it has a good effect to achieve the acceptance of hadiths not only as a means of exhortation, guidance, but also by readers in the way of a work of fiction that affects their feelings, provoking their emotions.



Psychologist scientists say that students of teenage classes strongly trust their teachers, focus on their feedback, strive to fulfill their requirements and strive to receive the attention and recognition of the teacher. After that, it is necessary for the teacher to correctly use these characteristics of his students in teenage years. Having a positive effect on their spirituality, it is necessary to improve in them the sense of respect for the older, self-esteem for the younger, not with dry pandu exhortations, but on the basis of an interesting organization of extracurricular studies based on plans aimed at a specific goal.

As a reader, children of the age of teenage classmates perceive the content of the work on the basis of their own concepts of adolescence. Reading a book should not be viewed as just a means of making baskets or spending time, but as a miracle that teaches the mystery of the universe and man.s As a reader, children of the age of teenage classmates perceive the content of the work on the basis of their own concepts of adolescence.

Reading a book should not be viewed as just a means of making baskets or spending time, but as a miracle that teaches the mystery of the universe and man. V.Sukhomlinsky paid special attention to reading, saying, "reading a book is a window through which children see, learn the world and themselves. In addition to reading, and at the same time, even before the book opens for the first time, it opens opposite the child only if careful work is carried out on the word.

Diligent work on the word begins". This work should include active activities of children, all aspects of their spiritual life: work, play, communication with nature, music, creativity. Without creative work, fairy tales and creative fantasies, games and music, the beauty maker cannot imagine reading a book that is one of the important areas of a child's spiritual life... if a child did not feel the beauty of the word in the book he read, he cannot even see the beauty of the outer world.ithout creative work, fairy tales and creative fantasies, games and music, the beauty maker cannot imagine reading a book that is one of the important areas of a child's spiritual life... if a child did not feel the beauty of the word in the book he read, he cannot even see the beauty of the outer world.

From the idea above, it is understood that the student, without preparing to simply utter the book he has read outside the classroom, will be able to understand the fundamental essence of each word, find hidden meanings in each word. If he does not understand the meaning of a word in the text, let him achieve knowledge, albeit with the help of dictionaries. Only then will the reader be able to feel the beauty of the word in the artistic text. Through him, he learns the beauty of the outer world. Then the reader will be in love with the book, and the book will leave a positive mark on its spiritual world.

Even because the class of teenage students extracurricular reading is a kind of independent work, it does not always work well to organize it in the form of a regular lesson. When preparing for this type of training, both the interests of students and the genre characteristics of a work of art should be taken into account. At the same time, the training assignment of the usual classes, educational and research activities, types of control and assessment systems are observed. Even because the class of teenage students extracurricular reading is a kind of independent work, it does not always work well to organize it in the form of a regular lesson. When preparing for this type of training, both the interests of students and the genre characteristics of a work of art should be taken into



account. At the same time, the training assignment of the usual classes, educational and research activities, types of control and assessment systems are observed. Otherwise, the expected result cannot be achieved.

While the hours allotted to extracurricular activities are sufficient, the results it gives cannot be considered satisfactory in all schools. Students have time to read 17 works in a year when they read a small volume of fiction of different genres, one for each activity. Or if the reader memorizes 17 hadiths in a year, he will master 34 hadiths in two years. While the hours allotted to extracurricular activities are sufficient, the results it gives cannot be considered satisfactory in all schools. Students have time to read 17 works in a year when they read a small volume of fiction of different genres, one for each activity. Or if the reader memorizes 17 hadiths in a year, he will master 34 hadiths in two years. At the same time, it should be noted that the method of memorization should be used as much as possible when instilling hadisi Sharif in students of teenage age classes. Hadiths, who have taken their place in the memory of a child from a young age, do not leave a person for a lifetime, always keeping him on the right path. The memorization of hadiths plays an important role in improving student spirituality.

Students of a teenage class should pay great attention to reading techniques, speech fluency. Then the speed of reading, vocabulary and independent thinking skills of students will grow. "Students of teenage classes are in classes," writes Safo Matchonov, "students master reading techniques both in class and in addition to lessons through independent book reading, at the same time their wealth of speech also grows. But the educational and methodological requirement for extracurricular reading is not limited only to the know, but also provides for the improvement of the qualification of independent selection of works that they should read on their own by the means of consistently introducing children's books of different genres. Because any book opens its tolerance only to a reader who is able to choose a work suitable for his interests, knowledge and concepts"

Through these thoughts, the author emphasizes in particular the improvement of the qualification of selective reading of works of different genres in students of classes, this method is also widely used in improving reading in students. When selective reading, memorization are also applied to the study of hadiths, positive moral qualities are even more pronounced in students.

Through these thoughts, the author emphasizes in particular the improvement of the qualification of selective reading of works of different genres in his readers, this method is also widely used in improving reading in readers. When selective reading, memorization are also applied to the study of hadiths, positive moral qualities are even more pronounced in students.

In the study of the hadiths recommended to his students, the teacher should achieve that the hadiths that the students read, memorized, become counselors for good for a lifetime, peace, doing good deeds, repelling sinful deeds, purity, generosity, greeting, being a beggar person, friendship, acquiring knowledge. In the study of the hadiths recommended to his students, the teacher should achieve that ths:

Do good to your neighbor, you will be calm. And thou shalt walk the blindly to the people what thou art leaning upon. A lot of laughter, laughter kills Dil.



If you rejoice when you do a noble deed, and if you are offended when you do a sin, then you are a true believer.

The excuse of charity is to share water with thirsty people. Do good to your neighbor, you will be calm. And thou shalt walk the blindly to the people what thou art leaning upon. A lot of laughter, laughter kills Dil.

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God is pure, he loves purity, he is clean, he loves cleanliness, he is generous, he loves generosity. Keep your yard, sahn and accommodation clean.

When the young children were seen, they would be greeted before them.

Do not ask people to beg for anything. Even if the whipping falls over the horse, get yourself down !

You go and ask for a case from someone who has not come to ask for a case in your care.

Сделай ближнему одолжение, и ты будешь спокоен. То, что ты любишь, ты даешь людям в равной степени. Много смеха, смеха убивает язык.

Если ты радуешься, когда делаешь что-то достойное, и огорчаешься, когда делаешь что-то греховное, то ты истинно верующий.

Преимущество милостыни - делиться водой с жаждущими людьми. Сделай ближнему одолжение, и ты будешь спокоен. То, что ты любишь, ты даешь людям в равной степени. Много смеха, смеха убивает язык.

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Преимущество милостыни - делиться водой с жаждущими людьми.

Бог чист, любит чистоту, чист, любит чистоту, щедр, любит щедрость. Держите свой двор, сцену и жилые помещения в чистоте.

Всякий раз, когда Господь пророк видел маленьких детей, он приветствовал их.

Не просите у людей ничего взамен. Даже если ваш хлыст упадет на лошадь, падайте сами !

Иди и спрашивай того, кто не пришел к тебе.

Qo'shningga yaxshilik qil, tinch bo'lasan. O'zing suygan narsani odamlarga ham ravo ko'r-salomat yurasan. Ko'p kulma, kulgi dilni o'ldiradi.

Savobli ish qilganingda xursand bo'lsang, gunoh ish qilganingda esa xafa bo'lsang, demak sen haqiqiy mo'mindirsan.

Sadaqaning afzali - chanqoq odamlarga suv ulashmoqlikdir.

Tangri pokdir, pokizalikni yaxshi ko'radi, tozadirki, tozalikni yaxshi ko'radi, saxiydirki, saxiylikni yaxshi ko'radi. Hovli, sahn va turar joylaringizni toza tutinglar.

Janob payg'ambarimiz qachonki yosh bolalarni ko'rib qolsalar, ulardan oldin salom qilib o'tar edilar.



Odamlardan hech bir narsani tilanib so'rama. Hatto, ot ustidan qamching tushib ketsa ham, o'zing tushib ol!

Betobligingda hol so'rab kelmagan kishidan ham sen borib hol so'rayver.

The teacher should not limit himself to these hadiths in extracurricular activities, but creatively approach and recommend many more hadiths. It is better to make the study of hadith recommended to readers voluntary rather than compulsory. When studying hadiths at random, students choose the suggested texts themselves, based on their desires and interests, and prepare for the lesson. The reader should not limit himself to these hadiths in extracurricular activities, but creatively.

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